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ABSTRACT

This study found the status of faculty women to be similar to that in other college studies: women are a small percentage of the faculty, are clustered in the lower ranks, are not tenured, are victims of nepotism rules, receive lower pay than men, and have less chance than men for promotion. The administration of the University is, like the faculty, dominated by men. While administrative departments are largely staffed by women, men head the departments. The women nonprofessional staff is made up almost entirely of clerical workers. The salary for these workers is relatively low for their job responsibilities. The University seems to have little reluctance about educating women at the undergraduate level; however, women earned only 5% of the doctorates award in the last 5 years at Delaware. Recommendations follow previously published Affirmative Action Plans. Two papers by Sheila Tobias on Female Studies are included in the Appendices. (LR)

ED056631

REPORT ON WOMEN AT THE UNIVERSITY OF DELAWARE

by

K. H. Dahl

HE 002 618

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Winterim Project, 1971

Women should not have been permitted to learn the alphabet if further demands were to be denied them..I now see and feel that an institution is not really co-educational until it is coeducating. Until men and women both and together form the teaching force and influence of that institution. Until the girls in the University [of Michigan] can be brought into association with superior, cultivated, scholarly, accomplished women in the faculty of teachers, as well as men of the same grade of scholarly attainments...As men and women differ in their methods of doing intellectual work, education must of necessity be one-sided in which the teaching is done entirely by either men or women alone.

-Lucinda Stone from "An Appeal to the Regents," Ann Arbor, 1892

We know from experience as students and teachers that it is vital for women students in graduate school to see women engaged in the academic profession as naturally as men are. At present, many women students will never have any contacts with such role models, or will meet so few that they become used to the idea of women as exceptions in the more demanding areas of the academic world. Students will not be unaware either that most of the tenured women they meet are single, and thus in theory able to devote more of their time to their profession than their married male collegues. They will not be unaware either that the small numbers of women with tenure in the Graduate Faculties are all exceptionally distinguished scholars, whose presence helps perpetuate the unfortunate idea that to succeed in any professional career, a woman has to be not just as good, but several times as good as a man.

From "Columbia Women's Liberation: Report from the Committee on Discrimination Against Women Faculty," Barnard Alumnae, Spring, 1970

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In December, Benjamin McLuckie, assistant professor in the Sociology Department, asked me to participate in a panel discussion on the status of women at the University of Delaware which was part of a Winterim project discussing changing sex roles in society. This report is the result of the work done for that panel.

The data come from a variety of sources. First, two questionnaries, one for faculty and one for staff, were sent to all women employed in the University. These questionnaries asked for such information as age, education, years experience prior to the University, years experience at the University, salary range, and, specifically for faculty, how they had contributed to their chances for promotion and whether they had tenure. From the faculty I received a 33% response; from the staff, 50%. Second, all University employees listed in the University telephone directory were classified by rank or position, department and sex. (The numbers of faculty in each department and college listed in Appendix I have been verified.) Third, I obtained information from the Records Office, Graduate School and Admissions Office on the number of students, grade indexes, and number of degree recipients as well as information on admission policies. Fourth, the Provost's Office provided salary and percentage distribution of degrees for faculty.

While this report does not pretend to be an exhaustive study of women at the University of Delaware, it clearly establishes that the University women are not represented in the upper faculty ranks, in high administrative positions or in study for advanced degrees. The question is: Why? Before drawing any conclusions, a broader, more detailed study of women is needed to answer certain questions. For example, what are the rates of promotion for faculty men and women? What are the criteria for hiring faculty? For admitting graduate students? What is the attrition rate for graduate students? How do the salaries of professional women working in the administration compare with men? Until such questions are answered, it is difficult to completely assess the status of women at Delaware. However, the information in this report does indicate that there is a need for a more definitive study of women and for an examination of attitudes and policies of the University administration, colleges and departments.

FACULTY

The studies on the status of women faculty at such schools as Columbia University, Barnard College, University of Chicago, University of Michigan, State University of New York at Buffalo and the University of Maryland report a similar pattern for women faculty: women are a small percentage of the faculty, are clustered in the lower ranks, are not tenured, are victims of nepotism rules, receive lower pay than men and have less chance than men for promotion. This pattern easily describes women faculty at the University of Delaware.

Percentage of Women Faculty

Women comprise 20 per cent of the faculty at the University of Delaware which is close to the national average of 22 per cent.[1] However, this figure includes such colleges as nursing, home economics, argriculture and engineering whose faculties are almost exclusively either women or men. For this reason, it is worthwhile to look at the College of Arts and Science as well as at the whole university since it represents a cross section of disciplines in which women usually study. In the College of Arts and Science women comprise only 14 per cent of the faculty.

Distribution on the Faculty

Also, like at other institutions, women on the Delaware faculty are unevenly distributed in the academic ranks and are clustered in the lower ranks as Tables I and II indicate.

TABLE I

MEN AND WOMEN ON THE UNIVERSITY FACULTY

Rank	Women	Men
Professor	5% (7)	95% (121)
Associate Professor	9% (12)	21% (116)
Assistant Professor	20% (52)	80% (209)
Instructor	46% (59)	54% (70)
Other	17% (4)	83% (19)

TABLE II

MEN AND WOMEN FACULTY IN THE COLLEGE OF ARTS AND SCIENCE

Rank	Women	Men
Professor	7% (5)	93% (68)
Associate Professor	1% (1)	99% (66)
Assistant Professor	12% (18)	88% (129)
Instructor	40% (27)	60% (40)

Both tables demonstrate a pyramid effect: the higher the rank, the fewer the women. In fact, over one-half of the women faculty in the College of Arts and Science (27 out of 51) are instructors.

Women Doctorates

Can the scarcity of women on the faculty be explained by a lack of women doctorates? In the 1960's women received 11 percent of the doctorates in the United States.[2] According to the Provost's Office, 8 percent of doctorates at Delaware are women which statistic puts the University slightly below the national average. However, in certain fields, especially the humanities, women earn a much larger percentage of doctorates.[3] It would seem reasonable that in these fields, women would have a higher representation on the Delaware faculty than 11 percent. Table III gives the percentage of doctoral degrees earned nationally by women in either 1966-7 or 1967-8 in each field and the percentage of women doctorates employed in departments and colleges at Delaware. Few departments or colleges come close to employing women in proportion to the percentage of degrees available in each field. In fact, out of 26 departments and colleges, 19 or 73 percent, employ either no women doctorates or only one. This figure drops to only 57 percent (15 out of 26 colleges and departments) when women instructors are included. Further, the 8 percent women doctorates include seven women doctorates from the College of Home Economics and two from the College of Nursing who account for one-third of the total number of women doctorates at the University. In the College of Arts and Science women are only 3 percent of the total doctorates which is far below the national average of 11 percent.

TABLE III

Women Doctorates Employed at Delaware
Compared with Doctorates Earned Nationally by Women

Dept. or College	Women Doctorates Employed in Depts. or Colleges		Doctorates Earned Nationally by Women
College of Agricultural Studies	0%	(0 out of 3)	-----
College of Arts & Science			
Anthropology	0%	(0 out of 8)	23.97%*
Art	0%	(0 out of 0)	35.70%*
Art History	20%	(1 out of 5)	35.70%*
Biological Sciences	8%	(2 out of 26)	15.2 %*
Chemistry	5%	(1 out of 20)	8. %*
Dramatic Arts	25%	(2 out of 8)	18.2 %*
English	10%	(4 out of 36)	27.4 %*
Geography	0%	(0 out of 2)	12. %*
Geology	0%	(0 out of 8)	4.7 %**
History	3%	(1 out of 27)	13. %*
Language and Literature	21%	(4 out of 19)	21. %*
Mathematics	0%	(0 out of 21)	6. %*
Music	0%	(0 out of 1)	14.5 %*
Philosophy	13%	(1 out of 8)	9.1 %*
Physics	0%	(0 out of 17)	4.7 %**
Political Science	7%	(1 out of 11)	11.3 %*
Psychology	5%	(1 out of 18)	22.5 %*
Sociology	0%	(0 out of 13)	18.5 %*
Statistics and Computing	13%	(1 out of 12)	7.1 %*
College of Education	3%	(1 out of 36)	20.5 %*
College of Economics	0%	(0 out of 22)	-----
College of Engineering	2%	(1 out of 53)	-----
College of Home Economics	87%	(7 out of 8)	-----
College of Marine Studies	0%	(0 out of 11)	-----
Division of Physical Education	33%	(2 out of 6)	-----

*U. S. Department of Health, Education and Welfare, Office of Education, "Earned Degrees Conferred, 1967-8: Part A" - Summary Data, OE-54013-68-A

**U. S. Department of Health, Education and Welfare, Office of Education, "Earned Degrees, 1966-7," OE-504013-6-1. Printed in 1969 Handbook of Women Workers: Women's Bureau Bulletin, Wages and Labor Standards Administration, p. 199.

Promotion

Once a woman is hired, what are her chances for promotion? If women have an equal opportunity for promotion, then one would expect the distribution of men and women to be about the same in all ranks. Tables IV and V indicate, however, that the percentage of women instructors and assistant professors is much higher than

TABLE IV

DISTRIBUTION OF MEN AND WOMEN ON THE UNIVERSITY FACULTY

Rank	Women	Men
Professor	5% (7)	23% (121)
Associate Professor	9% (12)	22% (116)
Assistant Professor	39% (52)	39% (209)
Instructor	44% (59)	13% (70)
Other	3% (4)	3% (19)
	100%	100%

TABLE V

DISTRIBUTION OF MEN AND WOMEN ON THE COLLEGE OF ARTS AND SCIENCE FACULTY

Rank	Women	Men
Professor	10% (5)	22% (68)
Associate Professor	2% (1)	22% (66)
Assistant Professor	35% (18)	43% (129)
Instructor	53% (27)	13% (40)
	100%	100%

the percentage for men. However, most women instructors hold only master's degrees and are, therefore, ineligible for promotion. Assuming that faculty members in the assistant professor rank and above are eligible for promotion, one can see from Tables VI and VII that women still have a disproportionately high percentage of

TABLE VI

DISTRIBUTION OF MEN AND WOMEN ON THE UNIVERSITY FACULTY
(Excluding Instructors)

Rank	Women	Men
Professor	10% (7)	27% (121)
Associate Professor	17% (12)	26% (116)
Assistant Professor	73% (52)	47% (209)
	100%	100%

TABLE VII

DISTRIBUTION OF MEN AND WOMEN ON THE COLLEGE OF ARTS AND SCIENCE FACULTY
(Excluding Instructors)

Rank	Women		Men	
Professor	20%	(5)	26%	(68)
Associate Professor	4%	(1)	25%	(66)
Assistant Professor	76%	(18)	49%	(129)
	100%		100%	

of assistant professorships. Only in the full professor rank in the College of Arts and Science is the percentage of women about equal to the percentage of men. Since so few women become full professors, it is not surprising, that out of 37 department chairmen in the University, only one is a woman (Secretarial Studies).

Tenure

So few women indicated on the questionnaire that they had tenure that I could draw no conclusion about the chances of a woman obtaining tenure. However, to get rough estimate I assumed that any person with associate or full professor ranks had tenure. By this criteron, a far higher percentage of men, 43 percent, are tenured on the University faculty to 14 percent women; in the College of Arts and Science, 44 percent men were assumed to have tenure but only 12 percent women.

Salary

Not only are women's chances for promotion and tenure smaller, but they are also less likely to be paid a salary comparable to men's. Table VIII indicates that in every rank the median salary for women is less than for men.

TABLE VIII

MEDIAN SALARIES OF FACULTY AT THE UNIVERSITY OF DELAWARE
1970-71

Rank	Women	Men
Professor	16,180	18,570
Associate Professor	13,950	14,585
Assistant Professor	10,500	11,780
Instructor	8,500	9,700
Lecturer	-0-	12,100

Nepotism

The University departmental nepotism rule, while it applies to both men and women, mainly affects women. Educated men often marry educated women and these women could and would teach on the university level if it were not for the nepotism rule.

If a department is very small, there might be a problem employing a tandem team, but most of the departments and colleges do not fit this category. The American Political Science Association at its 1970 annual business meeting recognized the un-

fairness of nepotism rules and passed the following anti-nepotism resolution.

> The American Political Science Association recommends that institutions employing political scientists should abolish nepotism rules, whether they apply departmentally or college or university-wide. Employment and advancement should be based soley on professional qualifications without regard for family relationships. No institution of higher learning maintaining nepotism rules will be allowed to avail itself of the placement services of the APSA. The Council of the Association and the Committee on the Status of Women in the Profession are instructed to devise appropriate means of enforcing this policy.

Arguments

The most common argument against hiring women is that they are poor job risks since they marry, have children, move if their husbands are transferred, and generally take their jobs less seriously than men. However, I have never seen any detailed studies which show differences in career pattern between highly-trained, educated men and women. In fact, Helen Astin's study of 1,979 women who received doctorates in 1958-9 found that ten years later 91 percent of them were working, 81 percent of them full-time.[4]

Another argument is that few women apply to the University. It would be interesting to know how many women have applied to Delaware, what their qualifications were and how many were rejected. However, looking at the numbers and position of women on the faculty would hardly encourage women to believe that they would have a chance of being hired or, if hired, an equal opportunity for advancement at Delaware. For a while, the University may have to seek out women who have just received doctorates, as well as women with established reputations. But if Delaware becomes known as a place where applicants are evaluated on merits exclusive of sex and as a place where women can advance, I doubt that the University will lack for qualified applicants.

Implications for the future

Until the University makes an effort to increase the numbers of women on the faculty, the percentage of women will continue to decrease. In 1939, women made up 23 percent of the faculty of the College of Arts and Science;[5] today they are 14 percent. One-half of these women are what I call the revolving door employees; that is, women, usually hired to staff freshmen courses, who are in when the need and the money are there, out when enrollment drops or money evaporates. Also, unless women are hired as associate and full professors from outside the University, there will be fewer and fewer high ranking women professors. Today, there are five full professors in the College of Arts and Science, and three of them will retire in five years. Since there is currently only one woman associate professor in the College of Arts and Science, there will be even fewer women full professors for a number of years.

The chances are that the students who spend four years studying in the College of Arts and Science will never be taught by a woman except perhaps in freshman English or in a language. "This [lack of women] on the faculty creates a lack in the academic world of what sociologists refer to as 'visible life models,' or 'role models'...One educator has stated: 'If the predictions are accurate that women are and will be needed to fill society's needs for highly-qualified talent, it may be the university will have to give more thought to providing models for the undergraduate women by employing more women faculty members in present positions to

demonstrate that such fields are open to qualified women.'[6]

ADMINISTRATION: PROFESSIONAL WOMEN

The administration of the University is, like the faculty, dominated by men. While 23 percent of the professional staff are women, most of them are apparently hired at the bottom and stay there. All of the seven officers of the administration are men; of the twelve deans, three are women (dean of women, dean of home economics, and dean of nursing); of the 27 directors, one is a woman (director of the personnel department).

Salaries

Although I have no comparative salaries for professional people in the administration, the Women's Bureau Bulletin reports that among 32 university administrative positions, deans of women receive the second lowest median income ($10,289) for a full twelve months in 1967-8...and "among deans of professional and graduate schools (the lowest paid) were deans of home economics [$18,417] and of nursing ($16,500)--two positions usually held by women."[7]

Pattern

The pyramid pattern shown in the faculty is the same in the administration (Appendix II). While administrative departments are largely staffed by women, men head the departments. Professional women are not found in the higher, decision-making positions. In other words, it is much more likely that a woman is an assistant to a man rather than director, vice-president or president.

ADMINISTRATION: NON-PROFESSIONAL WOMEN

The women non-professional staff is made up almost entirely of clerical workers: clerks, clerk-typists, typists, secretaries, stenographers, senior secretaries and executive secretaries. In fact, this group of women is 52 percent of the total number of women employed by the University.

Age

The University taps two age groups for these workers: 32 percent are from 20-25 years old and 38% from 45-55. Apparently, the University attracts women just out of high school, student wives and women who have raised their families.

Salary

The salary for these workers is relatively low. Sixty-one percent of clerical workers indicated that they earned between three and five thousand dollars annually. This salary is perhaps partly responsible for the high turnover of non-professional women. A surprising 84 percent of women indicated that they worked at the University from one to five years, and only 9 percent from five to ten years with the rest working between eleven and twenty years. Of course, many women do not start working until they are in their forties which partly accounts for the small percentage of women who have worked over five years at the University.

Duties

The salary of clerical workers seems quite low when one considers their responsibilities. While the main qualification for a secretary may be that she can type and take shorthand, many secretaries reported doing additional jobs such as "main-

taining budget and expenditure records," "maintaining research files," "writing letters," "writing federal reports," "handling questions regarding degree requirements," "supervising resource centers," "being reponsible for payroll and monthly reports." These extra duties were done by women with many different clerical titles but all with clerical wages.

Promotion

Promotion in the clerical field is quite difficult. For a woman to be promoted from secretary to senior secretary or executive secretary, she must work for a man whose job entitles him to a senior or executive secretary. According to the Personnel Department, these jobs are open to any woman in the University. However, many secretaries reported difficulties in knowing when these positions were open and felt that usually they were filled from outside the University.

STUDENTS

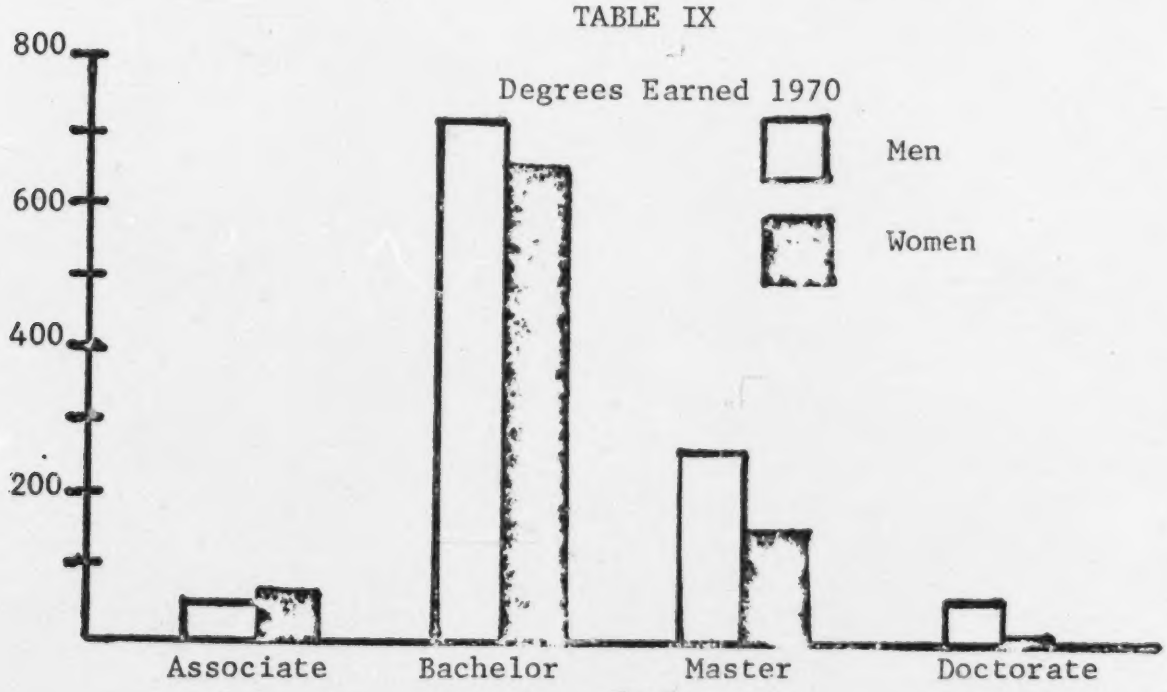
The University of Delaware, unlike many universities, does not have a quota either for undergraduate or graduate students. In the past, the out-of-state undergraduate admissions were limited to 65 percent men and 35 percent women, but this policy has been discontinued. In 1969-70 the ratio of freshmen men to women was one-to-one.

Nor does the graduate school have an admissions quota. Instead, each department selects its own students. In 1970, 72 percent of full-time graduate students were men and 28 percent women; 63 percent of part-time students were men, 39 percent women. It is difficult to say why there is such a low percentage of women in graduate school, especially since the senior graduating class in 1969 is just about equally divided between men and women. Also, senior women in 1969 had a better index, 3.05, to men's, 2.91.One would have to know just how many women applied to each department before concluding that there is a de facto quota.

Degrees

It would appear from Table IX that, while the University may be hesitant about hiring women on the faculty, it has little reluctance about educating them at least on the undergraduate level. In fact, in 1970 the College of Arts and Science and the College of Education awarded more bachelor's degrees to women than to men.

TABLE IX



However, in graduate school the percentage of women is far lower than men. Yet women earned 37 percent of all master's degrees in 1970--55 percent of the master of arts and master of science degrees and 54 percent of the master of education degrees. Only at the doctorate level did men earn significantly more degrees (93 percent in 1970). Indeed, over the past five years women have earned only seventeen doctorates or 5 percent of the total degrees given at the University.

Arguments against Women Graduate Students

Like faculty women, women graduate students often have to prove that they are serious about their graduate work. It is often assumed that women will not finish a degree and, therefore, that the time and money should be directed toward more serious students; that is, men. However, a study of the attrition rates at the University of Chicago for students who entered in 1962, 1963 and 1964 showed the following:

TABLE X

ATTRITION RATES OF GRADUATE STUDENTS
(University of Chicago)

Field	Percentage Men	Women
Biological Sciences	26%	33%
Physical Sciences	16	20
Social Sciences	40	51
Humanities	24	19

"The overall difference in attrition rates of men and women graduate students was in fact rather minimal, with women actually having a lower attrition rate than men in the humanities."[8] It would be interesting to know how many women and men actually began work on degrees at Delaware and how many complete them. Only then could anyone make any judgments about the seriousness of women or men students.

RECOMMENDATIONS

The University has begun to recognize its obligation to upgrade the position of minorities in our society. Although women are a numerical majority, we demonstrate many of the characteristics common to minorities. Recognizing that women have been discriminated against in the past, the Community Design Commission in its first report called for greater participation of women as undergraduates, graduates, and faculty. Therefore, the University should commit itself to a program which aims at admitting women to equal status as employees and as students.

The following recommendations liberally patterned after Anne Scott's, "A Plan for Affirmative Action to End Discrimination against Women" suggest ways that equality can be achieved. Some of these suggestions such as reorienting the counseling program and introducing women's studies courses are relatively easy and inexpensive to implement. Others, such as hiring more women faculty and administrators and righting inequities in salaries and promotion, deal with more complex and expensive issues. However, a simple acknowledgment by the University that women have not always received equal treatment in the past and that the University is committed to improving the status of women, will demonstrate the University's seriousness in reviewing its attitudes and policies toward women and in correcting any inequities. The University must be "looked to as a model by the rest of society. If, with all our resources of intelligence and expertise, of imagination and discipline, we cannot accomodate ourselves to changing needs and growing pressures, what help can

we or any one hold out for the rest of society?"[9]

The University should provide equal education opportunity, equal employment opportunity, freedom from biological penalities and academic reform.

I. Equal Educational Opportunity

The University should take several steps to recruit women into all professions and especially in jobs traditionally labeled male.

1. Minority Recruiting: When the University recruits minorities either as students or employees, one-half of these recruits should be women.

2. Job Placement: Each department should be responsible for finding jobs for its graduate students. Often graduate departments worry only about men students since women will "only get married anyway."

3. Part-time Students: The University should encourage part-time students and grant financial aid to them. Further, it should examine its residency requirement to give greater flexibility to women who may not be able to attend school full-time or who may move before completing their degrees.

4. Financial Aid: No woman should be denied scholarships, because she may marry, be pregnant or become pregnant. The University should also review its financial aid program to see that women receive a fair share of financial aid.

5. Counseling Program: The University should evaluate its counseling program to see if it encourages women to enter fields traditionally dominated by men. Also, it should encourage high schools to do the same.

6. Admissions: The University should examine its undergraduate and especially graduate admissions, to see if women are represented in numbers proportional to the qualified applicants.

II. Equal Employment Opportunities

Women are excluded from decision-making positions in the administration and from advancement in academic ranks. Further, women without degrees, especially in the secretarial field, have little opportunities for promotion. The University should investigate the policies which result in few women in important positions or ranks so that women have the same possibilities as men for advancement on the faculty and administrative level.

1. Inequities: The University should review the salaries, tenure, teaching loads, and rank of all women and correct any instances of inequities.

2. Policy-making: At least one woman should be on all committees and governing and policy-making bodies.

3. Nepotism Rule: The University should eliminate the departmental nepotism rule.

4. Part-time Faculty: The University should pay part-time instructors proportional to the time they teach. In addition, part-time faculty should be eligible for promotion, tenure, and benefits.

5. Recruitment: The University should actively recruit women for both administrative and faculty posts. Departments should aim for female representation in their department at least equal to the percentage of women who receive doctorates nationally.

6. Secretaries: The University should raise secretaries' salaries so they are commensurate with their job responsibilities. Further, the University should institute a plan which provides for promotion for clerical workers as their skills and responsibilities increase.

III. Freedom from Biological Penalities

1. Child care: The University should establish a day-care center for the children of faculty, staff and students with fees based on the ability to pay.

2. Maternity Leave: The University should provide at least six weeks paid maternity leave for faculty and staff and should eliminate the restrictions about pregnancy for staff. Women who take maternity leave should be able to do so without loss of their job, seniority, pay and chances for promotion. Further, the University should not deny a job to any woman because she is or may become pregnant.

3. Population Control Center: The University should provide gynecological examinations, complete birth control counseling and prescription and abortion counseling.

4. Medical Insurance: The University should subscribe to a medical insurance plan which covers pregnancy and legal abortions for unmarried women.

IV. Academic Reform

The University should re-examine courses which neglect women or present sexual biases.

1. New Programs: The University should establish courses under the American Studies program which are inter-disciplinary and which reexamine the views of women in history, literature, psychology, sociology, etc. (See Appendix III and IV)

2. Existing Programs: All departments should examine existing courses to see whether they neglect or degrade women.

Implementing Body

The University should establish an Office on the Status of Women headed by a person who reports directly to the president.

The duties of the office would be to:

- review salaries, rank and appointment and tenure among women faculty and staff.

- review all major job classifications for adequacy of representation of women.

- review all selection systems (including admissions, promotion criteria, hiring, committee appointments leading to tenure) in all major classifications for disparate selection rates of women.

- review criteria for scholarships, assistantships and financial aid to women.

- review University programs, such as the athletic program, for possible disparate division of funds.

- establish a job bank to search out women to be considered for all appointments and positions in the University.

- coordinate a vocational counseling program and develop through cooperation with local industry new employment opportunities and training for women.

FOOTNOTES

[1]Malcolm G. Scully, "Women in Higher Education Challenging the Status Quo," The Chronicle of Higher Education, February 9, 1970, p. 2.

[2]Columbia Women's Liberation: Report from the Committee on Discrimination against Women Faculty, Barnard Alumnae, Spring, 1970. (Statistics on degrees earned by sex are aggregations of the disaggregateddata from the Office of Education circular.) Women earned 15% of doctorates in the 1940's and 10% in the 1950's.

[3]"Although women earned only 12 percent of all doctor's degrees conferred in 1967, their share in certain fields was considerably larger--20 percent in education and in the humanities and arts and 17 percent in psychology. On the other hand, half of all doctoral degrees conferred in 1967 were in the basic and applied sciences, where women's share was only 6 percent." U. S. Department of Labor, Handbook on Women Workers: Women's Bureau Bulletin 294, 1969, p. 198.

[4]Helen Astin, The Woman Doctorate, Basic Books, 1970, referred to by Ann Sutherland Harris in "The Second Sex in Academe," AAUP Bulletin, Fall, 1970, p. 284.

[5]Data supplied by Dr. Jan DeArmond, English Department.

[6]Anne Scott, "The Half-Eaten Apple," The Reporter, May 14, 1970, p. 2.

[7]Handbook on Women Workers, p. 162.

[8]Ann Sutherland Harris, p. 286.

[9]Part I of the Community Design Commission's Final Report, February, 1971, p. 5.

APPENDIX I

WOMEN AND MEN IN DEPARTMENTS AND COLLEGES
AT THE UNIVERSITY OF DELAWARE, 1969-1970

College of Agricultural Sciences

Men - 93%
Women - 7%

Rank	Male	Female
Professor	100% (11)	0%
Assoc. Prof.	100% (19)	0%
Asst. Prof.	100% (18)	0%
Instructor	100% (3)	0%
Research Asst.	40% (3)	60% (4)
Research Assoc.	100% (4)	0%

Physical Education

Men - 68%
Women - 32%

Professor	100% (2)	0%
Assoc. Prof.	100% (2)	0%
Asst. Prof.	65% (9)	35% (5)
Instructor	63% (12)	37% (7)

College of Arts and Sciences

Men - 86%
Women - 14%

Anthropology

Men - 100%
Women - 0%

Professor	100% (1)	0%
Assoc. Prof.	100% (1)	0%
Assist. Prof.	100% (6)	0%
Instructor	100% (1)	0%

Art Department

Men - 79%
Women - 21%

Professor	100% (2)	0%
Assoc. Prof.	100% (2)	0%
Asst. Prof.	75% (6)	25% (2)
Instructor	50% (1)	50% (1)

Art History

Men - 86%
Women - 14%

Professor	100% (3)	0%
Assoc, Prof.	0%	0%
Asst. Prof.	67% (2)	33% (1)
Instructor	100% (1)	0%

Biological Sciences

Men - 81%
Women - 19%

Professor	100%	(5)	0%	
Assoc. Prof.	100%	(8)	0%	
Asst. Prof.	80%	(12)	20%	(3)
Instructor	0%	(0)	100%	(3)

Chemistry

Men - 95%
Women - 5%

Professor	87%	(7)	13%	(1)
Assoc. Prof.	100%	(6)	0%	
Asst. Prof.	100%	(7)	0%	
Instructor	0%		0%	

Dramatic Arts and Speech

Men - 62%
Women - 38%

Professor	0%		0%	
Assoc. Prof.	100%	(3)	0%	
Asst. Prof.	75%	(3)	25%	(1)
Instructor	33%	(2)	67%	(4)

English

Men - 82%
Women - 18%

Professor	87%	(8)	13%	(1)
Assoc. Prof.	100%	(5)	0%	
Asst. Prof.	85%	(22)	15%	(3)
Instructor	63%	(9)	37%	(6)
Other	100%	(1)	0%	

Geography

Men - 100%
Women - 0%

Professor	100%	(1)	0%	
Assoc. Prof.	70%		0%	
Asst. Prof.	100%	(1)	0%	
Instructor	100%	(3)	0%	
Other	100%	(1)	0%	

Geology

Men - 100%
Women 0%

Professor	100%	(2)	0%	
Assoc, Prof.	100%	(3)	0%	
Asst. Prof.	100%	(4)	0%	
Instructor	0%	(0)	0%	

History

Men - 97%
Women - 3%

Professor	87%	(7)	13%	(1)
Assoc. Prof.	100%	(6)	0%	
Asst. Prof.	100%	(13)	0%	
Instructor	100%	(0)	0%	

Languages and Literature

Men - 69%
Women - 31%

Professor	83%	(5)	7%	(1)
Assoc. Prof.	100%	(2)	0%	
Asst. Prof.	64%	(7)	36%	(4)
Instructor	65%	(13)	35%	(7)

Math

Men - 100%
Women - 0%

Professor	100%	(5)	0%	
Assoc. Prof.	100%	(6)	0%	
Asst. Prof.	100%	(10)	0%	
Instructor	0%	(0)		

Military Science

Men - 100%
Women - 0%

Professor	100%	(1)	0%	
Assoc. Prof.	100%	(0)	0%	
Asst. Prof.	100%	(5)	0%	
Instructor	100%	(2)	0%	

Music

Men - 61%
Women - 39%

Professor	50%	(1)	50%	(1)
Assoc. Prof.	67%	(2)	33%	(1)
Asst. Prof.	100%	(2)	0%	
Instructor	55%	(6)	45%	(5)

Philosophy

Men - 87%
Women - 13%

Professor	0%		0%	
Assoc. Prof.	0%		0%	
Asst. Prof.	87%	(7)	13%	(1)
Instructor	0%		0%	

Physics

Men - 100%
Women - 0%

Professor	100%	(6)	0%	
Assoc. Prof.	100%	(7)	0%	
Asst. Prof.	100%	(4)	0%	
Instructor	0%		0%	

Political Science

Men - 93%
Women - 7%

Professor	100%	(4)	0%	
Assoc. Prof.	100%	(2)	0%	
Asst. Prof.	86%	(6)	14%	(1)
Instructor	100%	(3)	0%	

Psychology

Men - 95%
Women - 5%

Professor	100%	(5)	0%	
Assoc. Prof.	100%	(7)	0%	
Asst. Prof.	84%	(5)	16%	(1)
Instructor	0%		0%	

Sociology

Men - 100%
Women - 0%

Professor	100%	(4)	0%	
Assoc. Prof.	100%	(2)	0%	
Asst. Prof.	100%	(7)	0%	
Instructor	0%		0%	

Statistics and Computer Science

Men - 87%
Women - 13%

Professor	100%	(2)	0%	
Assoc. Prof.	100%	(4)	0%	
Asst. Prof.	83%	(5)	17%	(1)
Instructor	50%	(1)	50%	(1)

College of Economics (Including Secretarial Science)

Men - 85%
Women - 15%

Professor	100%	(11)	0%	
Assoc. Prof.	100%	(6)	0%	
Asst. Prof.	85%	(8)	15%	(1)
Instructor	44%	(4)	56%	(5)
Other	100%	(7)		

College of Education

Men - 90%
Women - 10%

Professor	100%	(11)	0%	
Assoc. Prof.	100%	(7)	0%	
Asst. Prof.	90%	(17)	10%	(1)
Instructor	64%	(7)	36%	(4)

College of Engineering

Men - 98%
Women - 2%

Professor	100%	(17)	0%	
Assoc. Prof.	94%	(16)	6%	(1)
Asst. Prof.	100%	(18)	0%	
Instructor	100%	(3)	0%	
Lecturer	100%	(2)	0%	

College of Home Economics

Men - 12%
Women - 88%

Professor	100%	(1)	0%	
Assoc. Prof.	0%		100%	(6)
Asst. Prof.	0%		100%	(13)
Instructor	13%	(1)	87%	(7)

College of Marine Studies

Men - 100%
Women - 0%

Professor	100%	(3)	0%	
Assoc. Prof.	0%		0%	
Asst. Prof.	100%	(6)	0%	
Instructor	0%		0%	
Other	100%	(1)	0%	

College of Nursing

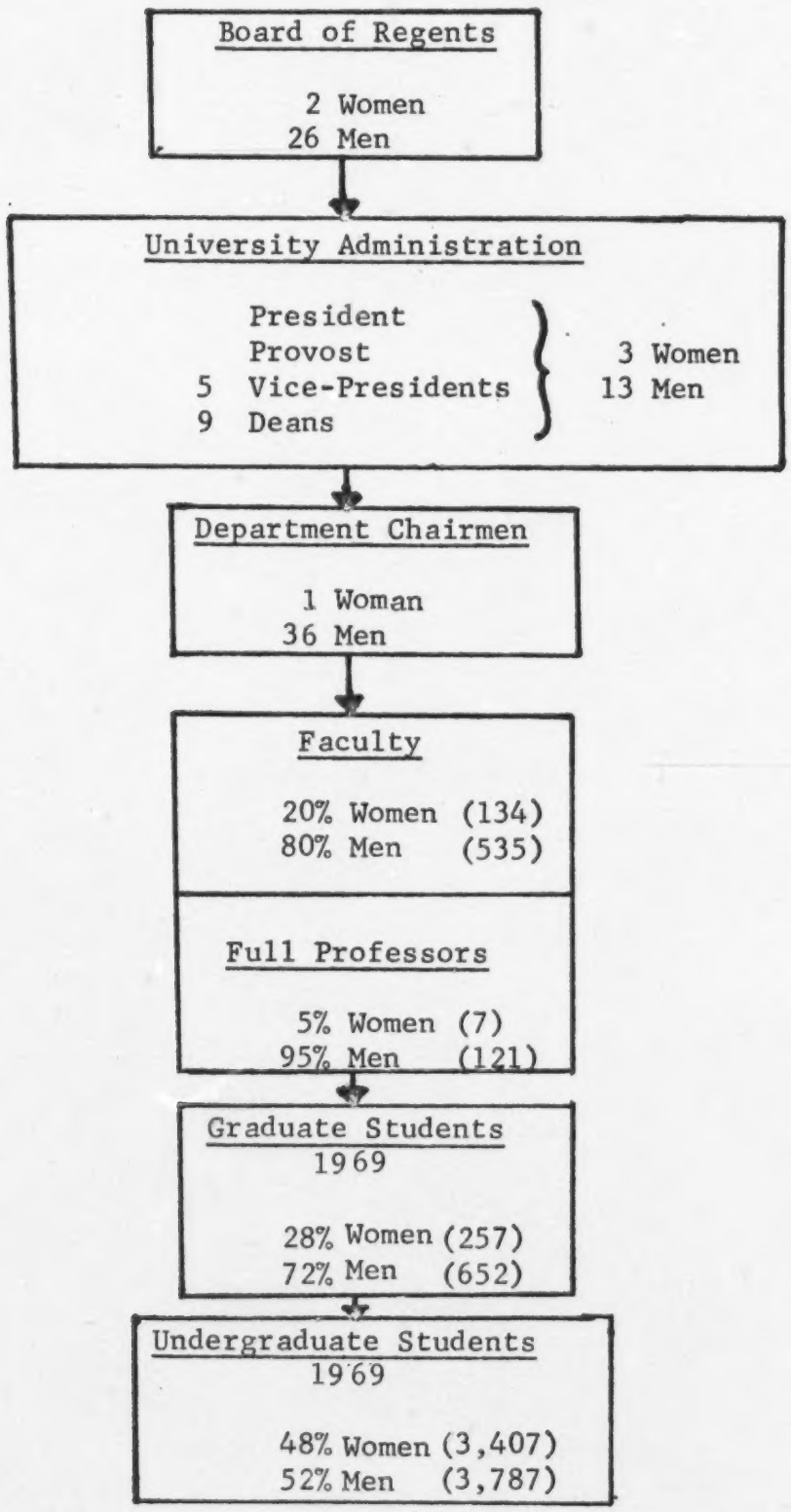
Men - 0%
Women - 100%

Professor	0%		100%	(2)
Assoc. Prof.	0%		100%	(4)
Asst. Prof.	0%		100%	(14)
Instructor	0%		100%	(9)

APPENDIX II

The Pyramid Effect:

The Higher the Rank, the Fewer the Women



APPENDIX IV

FEMALE STUDIES -- AN IMMODEST PROPOSAL

by Sheila Tobias

The subtitle is borrowed from Professor Alice Rossi's article in the spring issue of Daedalus 1964. At the time, Dr. Rossi considered "Equality for Women," an immodest proposal. Now women are asking for equal time.

The proposal is immodest in a number of ways. To demand of the universities, as black students have been doing, that since the predominantly white (and male) scholars and teachers in America have been unwilling and unable to do justice to the facts of black history and culture, Black Studies should be introduced, is to challenge many cherished assumptions about objectivity in scholarship and teaching. It is to raise again Max Weber's distinction between "science" and "politics", to accuse the educational establishment of having and of perpetuating a bias quite beyond its control. Only if one accepts the standards of Western European and American culture, was Africa "backward" "uncivilized" and "technologically unimaginative" (or, as one visiting professor at Cornell put it two years ago, unable to achieve that level of rationality for the industrial "take-off" in economic development).

And so it is for women. When a woman is introduced to the history and culture of "her" own civilization, she is conscious sometimes only vaguely, that she is studying The Other, quite as much as the black student who complains that one can pass examinations in English literature without having heard of the Harlem Renaissance.

A female (or male) undergraduate learns little of the history of Woman as a class; almost nothing of the history of individual women. Nor is it even deemed worthy of explanation as to why women are so absent from history, economics, politics and the arts. By implication, they were "different;" and by omitting any analysis, the "difference" appears to be natural, inevitable, unalterable.

When she studies sex differences in developmental psychology, she is nowhere introduced to the context in which the studies have been made. On the contrary, the "facts" seem to corroborate the Feminine Mystique, and she is left to infer that her own weakness for mathematics is natural and not socialized; that her preference for the humanities a predictable outgrowth of the earlier verbal-skill development of females.

In literature, all too often, the lady novelist or poet if she is treated at all, is treated as something eccentric, or as but a pale reflection of the dominant literary trends. Rarely is the student made sensitive to the extent to which the lady writer was writing about being a woman. In how many literature courses are Jane Austen, Virginia Woolf and Doris Lessing linked, despite their differences in style and era, because of this point of view?

And how much does the average college graduate, male or female, find out about suffragism, the Marxist analysis of the condition of women, and J. S. Mill's book on the subject? Socrates' wife is always a joke, not an example of a disadvantaged class; Joan of Arc was inspired or mad, depending on one's attitude toward religion, but never a patriot with confidence in herself who might have invented her visions to get the job. And Simone de Beauvoir, as everyone knows, can be explained entirely in terms of her attachment to Sartre.

Can this be changed? At Cornell Female Studies began with a Conference on Women during the winter of 1969. The Conference was political, radical and challenging not the least of all to the experts from the social and behavioral sciences who had to admit publicly that many of the questions posed by the audience were questions "no one has ever thought to ask." Scholarship in these fields may not have been biased in the ordinary sense that men have not tried to see the "facts" objectively (though it may have been that, too.) But surely it has been biased in the way history and natural science is so often biased by an

incapacity to see the significance of certain phenomena, or an unwillingness to arrange the material in another way.

Only recently, to give one example, have historians begun to look at the "Feminism Movement" as having failed to affect the real condition of women. Few had noticed that its original goals had been muted in the 80 years it took to win the vote, because these goals would appear to men at best eccentric, at worst threatening. Professor Rossi reports that no one prior to herself had ever included a set of questions in a questionnaire purporting to study women, having to do with women's perceptions of their own attractiveness. She asked women to "rate" themselves on the yardstick that, at least in adolescence, and probably throughout their lives, they will be rated on by men. Professor Rossi's correlations of perception-of-attractiveness with total self-image are not relevant here. What is pertinent is that the question had never before been asked. Yet, it seems so obvious a key to a woman's personality and development that one wonders now how it could ever have been overlooked.

We are not sure that the oversight could automatically have been corrected by <u>any</u> woman sociologist. With proper exposure to Female Studies male sociologists would become as sensitive. But we have no doubts that all the social sciences (not to mention young female students) will profit from such an exposure.

At Cornell in 1970, we exposed 250 undergraduates (male and female) and about 150 auditors to a spring semester course on "Female Personality." We introduced them to:

. socialization - biological differences and similarities

the history of women and of Woman

the economics and psychological dynamics of the comsumer society

cross cultural studies of marriage and child-rearing

images of women in Utopian literature, science fiction, the media, and literature.

the sociology of sex and racism

and, finally, prospects for Androgyny, defined as a condition wherein sex differences are minimized.

The course was taught jointly by two social-psychologists, a sociologist, a historian, a literary historian, and guests from physiology, science fiction and the black community.

As instructors, we found that there was material in abundance, but that we put it together in a different way. We looked at Mary McCarthy's The Group, for example, as a social history of female college grads in the 1930's. We looked at "masculinity" and "feminity" as categories of acceptable behavior, and not as givens. We looked at motherhood and child-rearing practices in other societies and in our own as culturally determined. We asked whether male-female relations (in the aggregate at least) can and ought to be defined in political terms. (At Princeton, Professor Boals taught a seminar concurrently on "The Politics of Male Female Relations" which doubtless treated this in greater depth.) And we looked at the consumer society, the suburbs, at marriage, at the Oneida Community, at the Flapper, and at Playboy in new ways.

Now we are beginning to think about research. Can one, after all, study or plan population policy without considering attitudes toward motherhood in this society and in others? What will be the cultural and psychological effects on a society that needs fewer babies and consequently fewer full-time mothers? Most of the poor are women. Can we study poor people without specializing in poor women?

Between now and Androgyny what kind of education should we be offering women some of whom will flow in and out of the job market? What are the

barriers to female achievement in our society? How do the elementary and secondary schools and their texts perpetuate sex differences? What is the relation of masculinity, as it is defined in 1970 America to the aggression and violence in our society? To what extent are sex and sex fears at the base of American racism? And how can we evaluate day-care without seriously studying the social, economic and psychological functions of motherhood?

If our proposal is accepted, Cornell will institute a program of Female Studies to do research in these and other areas. We shall offer more courses and opportunities for graduate students interested in these inquiries. We shall disseminate our findings to a broad public (ours is a 51% minority, in Helen Hacker's words), and try to have an input into social policy-making having to do with education, poverty, day-care, job discrimination and race relations.

Eventually, perhaps, Female Studies, like Black Studies, may not be necessary. When the ordinary curriculum has incorporated these points of view and the ordinary sponsors of reasearch turn to these areas, when there are sufficient women and blacks in Academia to correct remaining biases or at least to challenge them, then Female Studies can be retired.

Until then, there is much work to do.

Sheila Tobias

July 20, 1970

As of September 1, the author will be Associate Provost of Wesleyan University, Middletown, Conn. 06457, with special responsibilities for the development of Female Studies.

APPENDIX IV

FEMALE STUDIES: ITS ORIGINS, ITS ORGANIZATION AND ITS PROSPECTS

by Sheila Tobias

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Revised for the Modern Language Association 1970 Convention
New York City December 27, 1970

Female Studies is the intellectual examination of the absence of women from history; the fresh look in a non-Freudian way at the social psychology of women; the study of women in literature and the images of women in the Arts; the economic and legal history of the family; and speculation about androgyny defined as societies, utopist, primitive or revolutionary, where sex-differences have been minimized.

I The Origin of Female Studies

It should not have come as a surprise to the vice president for academic affairs at San Diego State College last fall when a proposal for "Women's Studies" was placed on his desk. Having discovered first their minority status and then their identity as a class, the new feminists were bound to want studies of their own one day.

But the reasons for the sudden appearance on at least 100 campuses of new courses on women are more profound than this. From the beginning a large percentage of women in the Movement have been connected with the university. They include undergraduates disenchanted with sex-sterotyping; graduate students locked out of grants by anti-female quotas, or suffering motivation crises as they struggle for the PhD; and finally, bewildered women academics who, having mastered the hurdles (some, like Naomi Weisstein in psychology at Harvard) with highest honors, are unable to get good jobs.

Another reason is that the intellectual content of the Movement's ideology had been extraordinarily high from the beginning. Betty Friedan's best-seller, The Feminine Mystique, was insightful sociology and not polemic. Kate Millett's theories had been expounded by the author of Sexual Politics for two years before the book appeared this summer; and her notion of patriarchy challenges most of the assumptions about sex differences, much of the rationale for a male-dominated culture and society, and all of the charisma (at least for this reader) surrounding the 20th century's "masculine" writers.

Even before Millett's cosmology appeared, the Bems of Pittsburgh (psychology) had looked at the American educational system as one that "trains the woman to know her place" and Alice Rossi (sociology, Goucher) was studying in depth thousands of recent women college graduates and inventing new kinds of questionnaires to do it. Whereas the typical women's liberation rap group proclaimed its anti-intellectualism insofar as it declared that "every woman is more of an expert about being a woman than the most learned social scientists," still the social scientists began to be challenged in their own areas.

At the Cornell Conference on Women in January 1969, the "witches" hexed the social and behavioral scientists sitting on a platform waiting to pontificate about the "differences between men and women." In the same year women's caucuses formed at the American Psychological, the American Sociological, and the American Political Science Associations, and demanded not only equal rights but equal time within the discipline's priorities for the study of women.

Naomi Weisstein probably took the lead. In her paper, entitled "Kinder Keuche and Kirche: Psychology Reconstructs the Female," she charged her own profession with permitting sex-stereotyping to bias experiments and results.

She hammered the Freudians for extrapolating from the Master's two or three clinical experiences with demonstrated penis-envy to a whole psychological construct that is called "female;" and she took on the clinicians for operating within their profession to induce all women to fit that construct.

Millett had already warned that the social scientists were not very different from yesterday's priests insofar as they rationalized sex roles. William O'Neill, a male historian of the American suffrage movement chided Cary Chapman Catt in retrospect for not pursuing a domestic revolution. And Women: A Journal of Liberation one of the first new feminist publications devoted an entire issue to scholarly essays on the history of women.

All this in one year.

On the campus reading lists began to surface. Lucinda Cisler's traditional bibliography, purchaseable for $.25, with every new edition included more new material. Soon free university courses in women's history and women's literature appeared, and the notion that there might be a "sociology of women" or a "politics of male-female differences" seemed perfectly obvious.

Alice Rossi made "sex" a unit in her regular course on the sociology of equality at Goucher. Kay Boals took male-female relations as a case-study in modernization; and at Cornell a full-fledged lecture course, "The Evolution of Female Personality," was offered by a team of teachers that included psychologists, sociologists, literary historians, and a science fiction writer. Roberta Salper at Pittsburgh organized "The History and Social Role of Women" and Douglass College voted to go into Women's Studies in a serious way.

Where, in the above examples, regular faculty members took the lead, Bryn Mawr was perhaps more typical of the first stirrings. There a group of students first requested, then demanded, and then sat-in for a course on women. Kate Millett finally was hired to teach "The Sociology of Women through Literature". At Barnard-Columbia a student curriculum committee worked for a year on a full-fledged curriculum in women studies. At San Diego State and at SUNY at Buffalo, the pressure group was mixed: students, faculty, and staff.

At other schools, the new courses grew out of older courses on marriage and the family or "The American Woman." Where the faculty member was supportive (Kansas University) or indeed had been interested in the dimension of sex-roles long before the Movement came of age (Wesleyan's historians), new material was easily integrated into the course. At still other schools (St. Catherine) a male-faculty member re-designed a course on his own. At Princeton it was a new (and one of few) female assistant professor in the department of Politics, Kay Boals, who designed and taught "The Politics of Male-Female Relations" in the spring of 1970. At Northwestern, it was a team of women including Janet Abulughod, an urban sociologist who taught the first course. At Buffalo, a professor of English, Ann Scott, and a professor of Social Work, Mary Schwartz have stimulated research into the sex bias implicit in the material in their respective fields. At Yale, a law school fellow, Lenore Weizman, PhD, introduced a course in sociology on her own.

Of the colleges listed above, only Cornell and Kansas University have engaged the Colleges of Home Economics in this area. But elsewhere in the country where Home Economics still enjoys a largely female student body and much state support, it will be very hard to argue that the study of sex roles and sex role stereotyping, is not pertinent to the spirit of the College.

II The Organization of Female Studies

At Cornell, as I indicated, Female Studies began with a Conference on Women, followed by a faculty seminar and then a large lecture course. The advantages of this approach were that by the time the first course was offered many of the interested faculty members and students had already been identified, so that attendance in the course was very high; and the quality of each lecture was assured by intensive preparation. Also it was possible through the faculty seminar to design a course to the interests and particular talents of the members of the participating Cornell faculty. The lecture on "The Image of Women in Utopian Life and Literature" and the one on "The Image of Women in Science Fiction" were clearly products of very individual interests.

Another benefit realized at Cornell was that some of the many female staff members who, for reasons of discrimination or different life styles are not bona fide members of the faculty, were able to expose themselves and their talents to the student body and, to their colleagues who were in the audience. Of the team giving the bulk of the lecturers in the course, at the time, only two had bona fide faculty positions (and one of these was a man). This demonstration of excellence outside the faculty was a very significant side-effect of the course.

A disadvantage of this approach is that, of course, no new faculty positions for women interested in Female Studies were created. Nor are they likely to be so long as the Program remains multi-disciplinary. Finally, the Cornell approach did not reach the non-academic community in any meaningful way. Trying to be more kingly than the king, more academic than the traditional course offerings, we also shied away from field projects, very experimental class experiences, and rap sessions, and relied very heavily instead on research papers, attendance at lectures and in sections, and on fairly rigorous reading.

This is not to say we were not experimental: we did introduce the journal--a way of keeping notes that is personal as well as intellectual--we had no exams, and we used undergraduates as well as graduates as teaching assistants. But, in contrast with San Diego State which will include a crash pad and a women's center in its proposed Female Studies program, we were cautious, traditional, very academic, and, from the point of view of at least some of the already converted women's liberation members, rather authoritarian.

Our excuse: we wanted to have an impact on the not-yet-converted and on the University as a whole.

The next step was to raise money for an R and D program, to introduce at least two more courses in education and in literature; to arrange for our introductory students to do advanced research under supervision; and to make certain that the new course remains regularly in the catalogue, and to add new courses.

All this had been done at Cornell. In addition, the entire faculty has been queried on its interest in Female Studies. A conference of outsiders has been held, and at least one research team has been persuaded that there is a male-female dimension to its study (of higher education) and that we have the Cornell Women talent to study it.

III Prospects for Female Studies

So far this fall, there have been discussions of Female Studies at the American Sociological, the American Psychological the American Political Science and the American Anthropological Conventions. If the numbers of books about to go on the market is to be trusted, it appears as though many more than the 60 Colleges listed in the two collections of syllabi* will be offering courses in the coming semesters.

The issues remain:

1. Should Female Studies be multi-disciplinary, a separate field, or rather encourage new emphases in traditional disciplines?

2. Should men be encouraged to go into Female Studies?

3. What are the special opportunities (obligations) for Female Studies at women's colleges?

4. What should be the relation of Female Studies to the problems of women in the academic and the non-academic community? What should be the relation of Female Studies to the political organizations of women on and off campus?

5. Should there be a graduate field in Female Studies? A PhD minor? An undergraduate major? Should Female Studies be introduced in professional schools, such as Schools of Social Work, health-services, law and medicine?

6. How can research funding be acquired for issues relating to women when there are no women in key positions on the funding agencies?

7. What should be the relation of Female Studies to other experiments in Education? How many tigers ought we take on at once?

Your thoughts on these subjects are as valuable as ours.

Sheila Tobias
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Middletown, Connecticut 06457

September 19, 1970, Revised December 15, 1970

*Female Studies I, Sept. 1970, ed. Sheila Tobias and Female Studies II, Dec. 1970, ed. Florence Howe, MLA are available from KNOW Inc., 726 St. James Place, Pittsburgh, Pennsylvania 15232 for $2.50 and $3.50 respectively.

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